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AP® Chinese Language and Culture

Sample Student Responses and Scoring Commentary

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Interpersonal Speaking—Conversation

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Question 3: Conversation 6 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

AP® Chinese Language and Culture 2021 Scoring Guidelines

	1 Very weak	2 Weak	3 Adequate	4 Good	5 Very good	6 Excellent
	Demonstrates lack of competence in interpersonal speaking	Suggests lack of competence in interpersonal speaking	Suggests competence in interpersonal speaking	Demonstrates competence in interpersonal speaking	Suggests excellence in interpersonal speaking	Demonstrates excellence in interpersonal speaking
TASK COMPLETION	• Addresses prompt minimally or marginally • Very disjointed sentences or isolated words	• Directly addresses prompt and provides an appropriate but incomplete answer • Fragmented sentences	• Directly addresses prompt and provides a basic but appropriate answer • Disconnected sentences	• Directly addresses prompt and provides an appropriate response • Sentences may be loosely connected	• Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail • Connected sentences	• Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail • Smoothly connected sentences
DELIVERY	• Very labored pace and intonation, with constant hesitation and repetition • Frequent errors in pronunciation (including tones) necessitate intense listener effort • Constant use of register inappropriate to situation	• Labored pace and intonation, with frequent hesitation and repetition • Frequent errors in pronunciation (including tones) necessitate constant listener effort • Frequent use of register inappropriate to situation	• Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension • Errors in pronunciation (including tones) sometimes necessitate special listener effort • Use of register appropriate to situation is inconsistent or includes many errors	• Generally consistent pace and intonation, with intermittent hesitation and repetition • May have several errors in pronunciation (including tones), which do not necessitate special listener effort • May include several lapses in otherwise consistent use of register appropriate to situation	• Smooth pace and intonation, with occasional hesitation and repetition • Occasional errors in pronunciation (including tones) • Consistent use of register appropriate to situation except for occasional lapses	• Natural pace and intonation, with minimal hesitation or repetition • Accurate pronunciation (including tones), with minimal errors • Consistent use of register appropriate to situation
LANGUAGE USE	• Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language	• Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language	• Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language	• Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning	• Appropriate vocabulary and idioms, with sporadic errors	• Rich and appropriate vocabulary and idioms, with minimal errors

• Little or no control of grammatical structures, with frequent errors that significantly obscure meaning	• Limited grammatical structures, with frequent errors that obscure meaning	• Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning	• Mostly appropriate grammatical structures, with errors that do not generally obscure meaning	• Variety of grammatical structures, with sporadic errors	• Wide range of grammatical structures, with minimal errors

Score of 0: UNACCEPTABLE - Contains nothing that earns credit
- Mere restatement of the prompt
- Clearly does not respond to the prompt
- "I don't know," "I don't understand," "Please repeat," or equivalent in Chinese
- Not in Mandarin Chinese

NR (No Response): BLANK (no response although recording equipment is functioning) or mere sighs

Interpersonal Speaking: Conversation 1

Note: Students' responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

This question assessed speaking ability in the interpersonal mode of communication by having students respond to a series of six questions in a simulated conversation about planning a trip to China. The course content related to the conversation is geography, tourism, and travel, which are in the Units on Factors that Impact the Quality of Life and other topics. Students were allotted 20 seconds to speak at each turn in the conversation. Students had to demonstrate an ability to interact appropriately, given the specified cultural context, in an unrehearsed, spontaneous fashion, and their responses were expected to reflect integration of a variety of critical thinking skills—such as analyzation, synthesis, and evaluation—in the process of meaning negotiation. The following was the questions for the 2021 conversation:

1. 好久不见了，听说你们要去中国旅行了，这太棒了！你们什么时候去中国？为什么想那个时候去？
2. 这次去中国旅行，你们打算去哪个城市或地方？为什么？
3. 在中国的时候，除了去那个城市或地方以外，你自己还想做什么事？为什么？
4. 去中国旅行之前，你们需要做些什么准备？
5. 回来的时候，你想买什么东西或礼物带回家？为什么？
6. 这次去中国，你觉得对你们学习中文会有什么样的帮助？

Sample: A
Score: 6

Transcript of Student's Response(s)
我想[xiang1]在春天去中國，因為我在那[na2]個時間有空，沒有學校我們放學了。我也知道中國的天氣在春天不太[tai3]熱不太[tai]冷，所以很舒服。

Commentary
The response addresses both questions of the prompt, providing a thorough and elaborative answer to the question (好久不見了，聽說你們要去中國旅行了，這太棒了！你們什麼時候去中國？為什麼想那個時候去？). Sentences are smoothly connected (e.g., 我想[xiang1]在春天去中國，因為…。我也知道…所以…。). The speaking pace and intonation are natural, without hesitation and repetition. The use of register is consistently appropriate (e.g., 我想, 也). Rich and appropriate vocabulary is used (e.g., 時間; 有空; 放學; 舒服). A good range of grammatical structures is provided (不太熱不太冷, 因為…所以, 也). Although the response received a score of 6, it can be improved by using more accurate vocabulary (e.g., using 不上课 to replace 沒有學校 and 放假 to replace 放學, and deleting 在 before 春天。). There is also room for tone improvement (e.g., 想[xiang1], 那[na2], [tai3]). At the 6 score level, minimal errors are acceptable. This response demonstrates excellence in interpersonal speaking.

Interpersonal Speaking: Conversation 1 (continued)

Sample: B
Score: 4

Transcript of Student's Response(s)
我們[men1]在 [zai1] . . 星期六[liu3]去中國。我們去因為是很熱 [re3]可是不是很冷[leng4]。我們沒有學校今天。

Commentary
The response directly addresses the prompt and provides an appropriate answer (我們. . 在. . 星期六去中國。我們去因為是很熱可是不是很冷). Sentences are loosely connected (e.g., 我們去因為是很熱可是不是很冷。我們沒有學校今天). The speaking pace is consistent with intermittent hesitation (e.g., 我們. . 在 . . 星期六去中國). Errors in tones do not necessitate special listener effort (e.g., 們 [men1]; 在 [zai1]; 六 [liu3]; 熱 [re3]; 冷[leng4]). The response includes mostly appropriate vocabulary and grammatical structures with errors that do not obscure meaning (e.g., 在 . . 星期六; 是很熱可是不是很冷; 我們沒有學校今天). The response could have received a higher score had it included more details and the sentences were better connected (e.g., 我們喜歡天氣暖和的时候或夏天去中國; 不願意天冷的時候去). It could also be improved by using correct vocabulary and grammar structures (e.g., deleting the verb 是 in 是很熱可是不是很冷), and using the correct word order and words (e.g., using 我們今天不上學 to replace 我們沒有學校今天). This response demonstrates competence in interpersonal speaking.

Sample: C
Score: 2

Transcript of Student's Response(s)
我們[men1] . . 嗯 . . 我們在[zai3] . . 下月[yue3]去中國。

Commentary
The response directly addresses the prompt and provides an appropriate but incomplete answer, i.e., the reason for time preference is not addressed (為什麼想那個時候去？). The speaking pace is labored with frequent hesitation and repetition (e.g., 我們 . . 嗯 . . 我們在 . . 下月去中國). There are frequent tone errors that necessitate listener effort (e.g., 們[men1], 在[zai3], 月[yue3]). There are errors in vocabulary and grammatical structures that obscure meaning, e.g., the preposition 在 should be deleted and the classifier 個 should be produced before the noun 月 in the sentence 我們在[zai3] . .下月[yue3] 去中國. The appropriate vocabulary is minimal and grammatical structures are very limited. The response could have earned a higher score had it stated a reason why the next month is preferred (e.g., 我們下個月就不會很忙了, 因為要放假了). As it is, the response suggests a lack of competence in interpersonal speaking.

Interpersonal Speaking: Conversation 2

Sample: A
Score: 6

Transcript of Student's Response(s)
我們打算去北京，因為北京是中國的首都，北京 uh 還有很多地標，我們可以 uh 了解中國的文化，練習點兒中文。另外，北京 uh 城市非常漂亮，非常熱鬧。

Commentary
The response addresses both parts of the prompt directly and provides a thorough answer to the question of 你們打算去哪個城市或地方？為什麼？ The student first answers the question by stating the city that the class planned to visit (我們打算去北京) and then explains why they wanted to go (因為北京是中國的首都, 還有很多地標, 可以了解中國的文化, 練習點兒中文). Further elaboration and details are added (城市非常漂亮, 非常熱鬧). The speaking pace is natural, and pronunciation is accurate, with minimal hesitation and errors (地標 [biao3]). Rich and appropriate vocabulary is used (首都; 地標; 了解; 文化; 練習; 熱鬧). A good range of grammatical structures is also used, such as 因爲, 還有, and 另外. Although the response received a score of 6, it can still be strengthened by properly using specifiers, such as 那兒 or 那裏 and 這個. In the sentences 北京還有很多地標 and 北京城市非常漂亮 if the student used 那兒 and 那個 to replace 北京 respectively, the response would be stronger. At the 6 score level, minimal errors such as these are still acceptable. This response demonstrates excellence in interpersonal speaking.

Sample: B
Score: 4

Transcript of Student's Response(s)
Uh 我們去長城在北京因為是一個 uh 偉大的地方，我們也去天安門因為這也在北京。還有我們去故宮 . . 的地方。

Commentary
The response directly addresses the prompt and provides an appropriate answer (我們去長城在北京因為是一個 uh 偉大的地方，我們也去天安門因為這也在北京). Sentences are loosely connected (e.g., 還有). The speaking pace is generally consistent with intermittent hesitation. The sample includes mostly appropriate vocabulary and grammatical structures with errors that do not generally obscure meaning, such as 偉大的地方, 我們去故宮 . . 的地方. The response could have received a higher score had it included more details (e.g., 我們也去天安門因為這是一個有名的廣場，也在北京。還有我們去故宮，看看中國傳統的地方). The response demonstrates competence in interpersonal speaking.

Sample: C
Score: 2

Transcript of Student's Response(s)
Hmm 如果我可以去中國的城市，我想去北京，還是去 . . 北 uh 上海，因為他們的，很

Commentary
The response directly addresses the prompt and provides an appropriate but incomplete answer (Hmm 如果我可以去中國的城市，我想去北京). The student seems to understand the prompt, but the attempt to address it is incomplete (因為他們的，很). The speaking pace is labored, with hesitation and errors in pronunciation and word choice, such as 我想[xiang1], 上海[shang3 hai4], and 還是 should be 或者. The sample contains minimal appropriate vocabulary, with errors that obscure meaning. This response would earn a higher score had it completed the sentence addressing the second part of the prompt, for example, 因爲他們是很大的城市，有好看的地方。As it is, the sample suggests a lack of competence in interpersonal speaking.

Interpersonal Speaking: Conversation 3

Sample: A
Score: 6

Transcript of Student's Response(s)
我也[ye4]想吃各種各樣的，地道的和傳統的中國菜，因為我覺得中國菜特別好吃的。 我特別喜歡，uh 特別要 uh 吃四川菜[cai2]， 因為我特別喜歡吃很辣的菜。

Commentary
The response addresses both parts of the prompt (你自己還想做什麼事，為什麼) directly and provides a thorough and appropriate response with elaboration and details (想吃各種各樣的, 地道的和傳統的中國菜; 因為我覺得中國菜特別好吃的; 吃四川菜; 很辣的菜). The sentences are smoothly connected with 也, 因為, and 特別要 to develop the elaboration step by step. The response is delivered with a natural pace and intonation with minimal hesitation (uh 特別要 uh 吃四川菜) and the pronunciation is accurate with minimal errors (菜[cai2]). Rich and appropriate vocabulary is used (各種各樣的; 地道的; 傳統的; 四川菜; 很辣的; 特別). A good range of grammatical structures is also used, such as 也; 因為; and 特別要. Though the response contains a minor sentence error in 中国菜特別好吃的 which has an extra 的 at the end of the sentence, minimal errors such as this are still acceptable. This response demonstrates excellence in interpersonal speaking.

Sample: B
Score: 4

Transcript of Student's Response(s)
我[wo1]還想去北京的長城[cheng4]，因為我[wo1]覺得長城[cheng4]是很 . . 有興[xing3]趣，我[wo1]覺得 um 北京的 . . um . . 東西 uh 文化是

Commentary
The response directly addresses both parts of the prompt (還想做什麼事 and 為什麼) and provides an appropriate answer (我[wo1]還想去北京的長城[cheng4]，因為我[wo1]覺得長城[cheng4]是很 . . 有興[xing3]趣). The sentences are loosely connected. For example, the two sentences 我[wo1]覺得長城[cheng4]是很 . .有興[xing3]趣 and 我[wo1]覺得北京的 . . um . .東西 um 文化是 are not well connected. The pace is generally consistent with intermittent hesitation and repetition (um 北京的 . . um . . 東西 uh 文化是). It has errors in tones (我[wo1]; 城[cheng4]; 興[xing3]), which do not necessitate special effort from the listener. The vocabulary and idioms are mostly appropriate (長城; 北京; 興趣; 文化). Grammatical structures are mostly appropriate with errors that do not obscure meaning. For example, in 長城[cheng4]是很 . . 有興[xing3]趣, the use of 有興趣 is not correct, but it does not obscure the meaning of 我對長城很有興趣. The response could have earned a higher score if it had completed the 文化 sentence to add some thoroughness to the content, and correctly used the grammatical pattern (對…有興趣). The response demonstrates competence in interpersonal speaking.

Interpersonal Speaking: Conversation 3 (continued)

Sample: C
Score: 2

Transcript of Student's Response(s)
我想去[chu1] . . [cough] . . uh . .去[chu4] . . uh . .打[da1] . .麻將[ma1jong1] 跟他的. . yeah . . too much

Commentary
The response addresses the prompt directly and provides an appropriate but incomplete answer. It does not answer the question 為什麼 in the prompt. The content of the response is very limited in only one fragmented sentence (我想去[chu1] . . 打[da1] . . 麻將[ma1jong1] 跟他的). The response is delivered in a labored pace with frequent hesitation and repetition (去[chu1] . . [cough] . . uh . .去[chu4] . . uh . .打[da1] . .麻將). Frequent errors in pronunciation and tones necessitate constant listener effort (去[chu1]; 打[da1] . . 麻將[ma1jong1]). The response includes minimal appropriate vocabulary (我; 想; 去; 打; 跟; 他; 的) with repeated interference from another language (yeah; too much). The grammatical structures are limited with errors that obscure meaning (打[da1] . . 麻將[ma1jong1] 跟他的). The response suggests a lack of competence in interpersonal speaking.

Interpersonal Speaking: Conversation 4

Sample: A
Score: 6

Transcript of Student's Response(s)
我們需要買對的衣服，夏天去中國我聽說很熱，所以我們可能需要買帽子、短褲、和短袖的衣服。

Commentary
The response directly addresses the prompt and provides a very thorough and appropriate response (夏天去中國我聽說很熱，所以我們可能需要買帽子、短褲、和短袖的衣服). Its sentences are smoothly connected. The response has minimal hesitation (uh 我們需要 uh 買). The pronunciation is accurate. The use of register is appropriate to the situation. The response uses rich and appropriate vocabulary such as 帽子, 短褲, 短袖 with minimal errors (對的衣服). The response demonstrates excellence in interpersonal speaking.

Sample: B
Score: 4

Transcript of Student's Response(s)
每個人要有對的 sh . . 的 . . um you yao ye 有錢要有 um . . 食物要有 xifu um 鞋子

Commentary
The response directly addresses the prompt and provides an appropriate response (要有錢) with intermittent hesitation. It has several errors in tones (錢[qian1], 食物[shi1wu1]) and pronunciation (ye you [yao4 you3], xi1fu1), but do not necessitate special listener effort. The response uses mostly appropriate vocabulary (食物; 鞋子) with grammatical errors (e.g., 要有對的 sh . . 的 . .) that do not generally obscure meaning, but the response could be improved by better control of grammatical structures and fluency. The demonstrates competence in interpersonal speaking.

Sample: C
Score: 2

Transcript of Student's Response(s)
uh . . 我 . . 已經做我已經準備去中 uh 中國 uh 因為 uh 春假時候就是下個星期所以 uh 你可以 uh

Commentary
The response directly addresses the prompt and provides an appropriate but incomplete answer. It does not answer the question on 做什麼準備. It is delivered with labored pace (uh . . 我 . . 已經做我已經), and uses minimal vocabulary (春假) and limited grammatical structures (因為). The response suggests lack of competence in interpersonal speaking.

Interpersonal Speaking: Conversation 5

Sample: A
Score: 6

Transcript of Student's Response(s)
我要買一些剪紙, 因為我媽媽在一个餐館看著剪紙。她覺得這是真漂亮的裝[zhuang2]飾。所以她请我買一些剪纸。我最喜歡剪紙的圖案[an3]，覺得很有意思的。所以我要買一些剪紙。

Commentary
The response directly addresses the prompt and provides a very thorough and appropriate response to the question (回來的時候，你想買什麼東西或禮物帶回家？為什麼？). The response provides a specific gift (我要買剪紙) and explains the reason for buying that gift (因為我媽媽在餐館看著剪紙。她覺得這是真漂亮的裝飾 . . 我很喜歡剪紙的圖案). The sentences are connected smoothly by using cohesive devices (因為...所以...). The response has a natural pace with minimal hesitation. Rich and appropriate vocabulary (裝飾；圖案) is used. There are minimal errors in tones (裝[zhuang2]飾; 圖案[an2]) and minimal errors in grammatical structures: 看著; 覺得很有意思的. Overall, the response demonstrates excellence in interpersonal speaking.

Sample: B
Score: 4

Transcript of Student's Response(s)
我要買[mai4]中國的筷[kuai2]子還有中國茶[cha1]。我聽[ting2]說[shuo4]中國的茶[cha1]在別[bie4]的地[di2]方，比別[bie4]的地[di2]方更好。我很[hen4]喜歡喝茶。

Commentary
The response directly addresses the prompt with an appropriate answer (我要買中國的筷子還有中國的茶。). It also provides some details (我覺得中國的茶比別的地方更好; 我很喜歡喝茶). The speaking pace is generally consistent, with intermittent hesitation. There are some errors in pronunciation including tones, but they do not necessitate special listener effort. For example: 我要買[mai4]中國的筷[kuai2]子; 中國[guo4]茶[cha1]; 我聽[ting2]說[shuo4]; 別[bie4]的地[di2]方; 很[hen4]喜歡. The vocabulary and grammatical structures are mostly appropriate. There are some errors that do not generally obscure meaning (買[mai4]中國的筷[kuai2]子; 中國[guo4]茶[cha1]; 我聽[ting2]說[shuo4]; 我聽說中國的茶在別的地方，比別的地方更好。). The response could receive a higher score if it had provided more explanations of buying 筷子 and delivered in more accurate tones.

Interpersonal Speaking: Conversation 5 (continued)

Sample: C
Score: 2

Transcript of Student's Response(s)
我會帶[dai3]衣服和自[zhi2]己[ji4]用[yong3]品[pin2]。可是在中[zhong3]國[guo4]我買[mai4]
很多是好玩[wan4]的東西。也食物東西是中國的 . .

Commentary
The response directly addresses the prompt and provides an appropriate response (我會帶衣服; 在中國買很多好玩的東西), but the response does not provide the reason. It's an incomplete answer. The fragmented sentences in the response necessitate special listener effort (e.g., 我會帶衣服和自[zhi2]己[ji4]用[yong3]品[pin2]; 也食物東西是中國的 . .). The response has frequent errors in pronunciation and tones (帶[dai3]衣服; 在中[zhong3]國我買[mai4]; 很[hen4]多是好玩[wan4]的東西). The response uses limited grammatical structure, with frequent errors that obscure meaning, such as 我會帶衣服和自[zhi2]己[ji4]用[yong3]品[pin2]; 在中國我買是好玩的東西，也食物東西是中國的. The response could have earned a higher score had it provided a complete answer. For example, naming a specific gift and stating why to buy it. This sample suggests lack of competence in interpersonal speaking.

Interpersonal Speaking: Conversation 6

Sample: A
Score: 5

Transcript of Student's Response(s)
uh 我覺得會跟我們學習幫助, 因爲 uh 我們可以跟真的中國人説話[hua2], 還有他們會 uh 他們會給我們經驗[jin3yan2], uh 是怎麼樣給中國人說什麽話, 還有可以學到一啊文化[hua2]和中國的歷史。

Commentary
The response directly addressed the prompt and provides a thorough and appropriate response. It includes elaboration and details (跟真的中國人説話; 會給我們經驗; 可以學到一啊文化和中國的歷史). The sentences are mostly connected. The pace and intonation are smooth with some hesitation. There are occasional errors in pronunciation, including tones (話[hua2]; 經驗[jin3yan2]; 化[hua2]). The response includes appropriate, but not rich, vocabulary and idioms (跟; 給我們經驗; 文化; 歷史) and a variety of grammatical structures, with sporadic errors (因爲 uh 我們可以跟真的中國人説話[hua2], 還有他們會 uh 他們會給我們經驗[jin3yan2]).

Sample: B
Score: 3

Transcript of Student's Response(s)
uh . . 我 . . sh . . 我覺得 chu4 中國學習很 . . 好, . . 因爲 . . 我練習 . . uh . . 中 . . 中文 . . uh . . chu4 . . uh . . 中國（zhong4guo)人 . . uh . .

Commentary
The response directly addresses prompt and provides a basic but appropriate answer (我覺得 chu4 中國學習很 . . 好, 因爲 . . 我練習 . . 呃 . . 中 . . 中文). However, its sentences are disconnected. Its pace and intonation are inconsistent with hesitation and repetition that interfere with comprehension. The response also includes some errors in pronunciation and tones that sometimes necessitate special listener effort (chu4 中國, chu4 . . uh . . 中國[zhong4guo]人). The response uses limited appropriate vocabulary and idioms (學習; 因爲; 練習中文). Its grammatical structures are mostly simple, with frequent errors that sometimes obscure meaning (我練習 . . uh . . 中 . . 中文 . . uh . . chu4 . . uh . . 中國（zhong4guo)人 . . uh . .).

Sample: C
Score: 1

Transcript of Student's Response(s)
uh . . 我 . . 能中文 . . 我 . . uh . . 聽中文 . . uh . . 每天

Commentary
The response addresses the prompt minimally (聽中文) with very disjointed sentences or isolated words. Its pace and intonation are very labored (uh . . 我 . . 能中文 . . 我 . . uh . . 聽中文) with constant hesitation and repetition. Its vocabulary is insufficient. The response shows little or no control of grammatical structures (我 . . 能中文.)